



Campion School

Accessibility Plan and Policy

Dated: January 2023

Review: January 2025



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Accessibility Plan and Policy

Date of policy: January 2023

Date of next review: January 2025

Members of staff responsible for overseeing that this policy is implemented and regularly reviewed:

Steve Bolsover (Deputy Headteacher)

Signature (Chair of governors):

Date: January 2023

A handwritten signature in black ink, appearing to be 'Paul', written in a cursive style.

Signature (Headteacher):

Date: January 2023

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1. Introduction

This plan has been drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010.

2. Definition

Disability is defined by the Equality Act as, "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

3. Key Objectives

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students and prospective students, staff and visitors with a disability.

4. Principles

Compliance with the DDA, SENDA and the Equality Act is consistent with the school's aims and Equality Policy and the operation of the SEN policy.

The school recognises its duty to:

- Not discriminate against disabled students in its admissions and exclusions policy and provision of education and associated services'
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To increase the extent to which disabled students can participate
- To improve the physical environment of the school to enable disabled students, staff and visitors to take better advantage of the facilities
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To improve the availability of accessible information to disabled students and visitors the school will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality
- Provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students
- Set appropriate learning challenges
- Respond to students' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of students

The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisors and SEN consultants and of appropriate health professional from the local NHS trusts.

The school will take account of the needs of students, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishment of the school site and premises such as, improved access, lighting, acoustic treatment, colour schemes and more accessible facilities and fittings

The school will make itself aware of local services, including those provided through the LA.

Linked Policies.

The Accessibility Plan should be read in conjunction with the schools:

- Equal Opportunities Policy
- SEN Policy
- SEN information report
- Disability Policy
- Curriculum Policies

The strategies and interventions that are currently in place to help make the curriculum accessible are:

- Individual LA funding for students with a Statement or Educational Health Care plan
- Teaching Assistant (TA) support in targeted lessons
- One to one TA withdrawal for individual students
- Individual/group withdrawal for Core Skills – literacy & numeracy
- Individual/group withdrawal for behavioural/emotional needs
- Access to Warwickshire Youth Counselling & Information Service
- Sixth Form students providing tutoring/mentoring support for younger students
- A range of homework clubs (KS3 & KS4) after school
- Reduced group sizes for lower achieving students in core subjects
- Teaching staff ensure learning is differentiated to meet need.
- Access arrangements for lessons and examinations where appropriate.
- Reduced or adapted timetables for students according to need
- Transition plans in place to support pupils in Year 6 to Year 7.
- Individual Pupil profiles provided for pupils with significant need to provide information on methods to support.
- Liaison between school and health professionals to enable a gradual return to school for students after a prolonged absence following illness or injury
- Use of laptops in lessons for pupils who are unable to write due to injury or dyspraxia.

- Specialist Teachers visit the school on a regular basis to support staff and pupils with a range of conditions including visual or hearing impairment, physical difficulties, and Autism.

Sensory Impairments

We have a number of pupils and some staff who have hearing difficulties or vision impairments. An individual assessment is made based on Specialist Teacher guidance and strategies are then put in place to maximise accessibility to all aspects of school life. Radio aids are used by several of our pupils and Teachers are trained to use them effectively.

Site Accessibility

The following specialist rooms and facilities are on the ground floor:

- Various Technology teaching areas including Food and Catering.
- Music room
- Gym, Sports Hall (disability lift for stairs) and Fitness Studio
- Computer room
- Refectory & School Hall
- Reception & Office
- Access Centre
- There are a number of disabled toilets and shower facilities.
- There are three designated parking spaces.
- There is a lift to the first floor teaching rooms.

<p>The main priorities in the school's plan</p>
<p>Increasing the extent to which disabled pupils can participate in the school curriculum</p> <ul style="list-style-type: none"> • Provision Maps – SENCO to review and update use of provision maps in 4 areas based around code of practise. • Subject leaders and Class teachers to review organisation and access to resources and ensure that labels and signs are inclusive and promote independence. • Provide further inclusive physical educational activities. • Further targeted SEND training and updates. <p>Nurture Provision – the set-up of a variety of provisions to further support vulnerable pupils and improve pastoral care.</p> <ul style="list-style-type: none"> • Nurture Tutor group
<p>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:</p> <ul style="list-style-type: none"> • To improve the safety of pupils and staff. Fencing and securely locked gates during school hours – access into and out of school through Reception area only. • Electronic security system in Reception for visitors. • Developing a questionnaire sent to parents known to have disabilities and to pupils with disabilities. <p><u>Please note: The school is currently engaged in a process with the Local Authority to expand the number of pupil places at Campion School. This will involve the building of a new Science and Maths block, the conversion of two classrooms into an additional dining facility and improved parking arrangements. The provision of suitable accessibility within these areas is being given high priority in the design and construction process.</u></p>
<p>Improving the delivery of information to disabled pupils that is provided in writing for pupils who are not disabled:</p> <ul style="list-style-type: none"> • Greater use of visual resources e.g. keyword lists and illustrations, mind maps, photos, maps and diagrams, pictures, film clips, wall displays, etc to increase understanding and engagement. Staff trained to use Inprint 3. • Purchase of Ipad to be used to improve pupil participation in meetings. Can provide an alternative way for pupils to contribute.

The school makes its Accessibility Plan available in the following ways:

- A copy is posted on the school website
- A copy is held in the school office alongside other documentation
- A copy can be e-mailed or posted on request